* **Five FDLRS Regional Technology Specialists (FDLRS RTS)** – for contact list, see: <http://www.paec.org/fdlrsweb/techContacts.pdf>
* Providing systematic implementation of NIMAS training statewide via traditional and eLearning methods (pod casts, webinars, virtual workshops and face-to-face) to Local Assistive Technology Specialists (LATS) and ESE stakeholders. Topics may include, but not be limited to:
* Considering the need for accessible materials in the instructional setting for students with print disabilities
  + - Providing information on accessible digital literacy tools/features available for use by students with disabilities (SWD)
    - Evaluating instructional materials formats to identify which format is needed by the student (Braille, large print, audio or e-text)
    - Using assessment protocols, which include a “feature match” that aides in the selection of accessible digital literacy tools necessary for students access to the curriculum
    - Assisting AT Teams in interpretation of assessment trials and identification of corresponding equipment/services: assistive technology, support services and training
* Providing information regarding the IEP Team’s responsibilities when determiningif the student needs instructional materials in alternate formatsby reviewing evaluation information and present level of performance to determine ifthe student has disability-related difficulty with tasks
* Providing information regarding criteria for determining whether students can be certified as “print disabled”
  + - Writing IEP goals including accommodations or modifications necessary for the provision of digital learning and digital instructional materials
    - Documenting continuous student progress using various formats
* Providing systematic implementation of NIMAS training statewide via traditional and eLearning (pod casts, webinars, virtual workshops and face-to-face) to **FDLRS Local Technology Specialists** **(FDLRS LTS).** Topics may include, but not be limited to:
* Connecting assistive technology, universal design for learning and accessible materials in the instructional setting
* Addressing IEP team responsibilities
* Reviewing student’s evaluation information
* Assisting with determining the student’s present levels of achievement (as needed)
* Determining whether a student has been certified as having a print disability under the Chafee Amendment
* Addressing student needs if not eligible according to Chafee Amendment
* Examining alternative formats
* Identifying instruction, supports, services and/or training will be needed by the students others to use the materials effectively
* Taking steps to obtain and/or prepare alternate formats
* Identifying training topics to address with *District* Digital Rights Managers (*District* DRMs), *School* Digital Rights Managers (*School* DRMs) and/or IEP Teams
* Assisting with NIMAS awareness efforts and development of materials to increase consumer understanding and use of accessible digital materials.
* **Nineteen FDLRS Local Technology Specialists (FDLRS LTS)** – for contact list, see: <http://www.paec.org/fdlrsweb/techContacts.pdf>
* Supporting the NIMAS trainings provided by the FDLRS RTS via traditional and eLearning (pod casts, webinars, virtual workshops and face-to-face) at district and school level on topics such as
* NIMAS/NIMAC definitions
* Team-building skills and decision-making at the district and school level
* IEP team responsibilities
* NIMAS awareness efforts for families and community organizations
* Assisting districts in building local capacity to provide accessible materials for students not eligible to access NIMAS XML files